

CONTINUANCE

Knowledge and Understanding Passing from Generation to Generation

Spring/Summer 2009



FOUR GENERATIONS GATHER IN THE SENATE CHAMBER
TO SET GOALS FOR CIVIC ENGAGEMENT

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*Strengthening education through
intergenerational engagement and leadership.*

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C O N T I N U A N C E

Spring/Summer 2009

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*Knowledge and Understanding
Passing from
Generation to Generation*

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ABOUT THE COVER

Illinoisans of all ages from the four corners of the state gathered in Senate Chamber to celebrate the contributions of older adults and set new goals on how we can tap their reservoirs of talent, knowledge, and experience. Thank you to Brandy Rees, the Senate Photographer, for the excellent photos on the cover, centerfold and throughout this issue.

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EDITORS'S NOTE: CAN WE CLIMB THE MOUNTAIN?



On my fortieth birthday (some time ago), I climbed Red Mountain in Montana, elevation 7,320 ft. In all honesty, Red Mountain isn't a rope-and-clips, Mt. Everest-type mountain. It is one of those mountains where you can hop in your Jeep and drive to within 500 ft. of the top. Nevertheless the last 500 ft. can present a challenge.

Climbing Red Mountain is much like setting goals for civic engagement. There are two stages. The first stage, like hopping in the Jeep, is creating public awareness by telling the stories. That is easy. All generations speak with pride about the contributions of their forbears.

The second stage, scaling that last 500 ft. is more difficult, just as doing something to expand the civic engagement of older adults. Fortunately, we have good leadership that is emerging, leaders who understand the social and economic importance of civic engagement. For

example, Ted Gibbs, the new CEO of the Serve Illinois Commission says expanding service is one of his first priorities and he is committed to developing coalitions to accomplish this goal. He calls this getting people out of their silos.

That same sentiment, working together, brought State Superintendent Chris Koch and Director Charles Johnson from the Illinois Department on Aging, to meet and explore ways they could support one another. Koch and Johnson know that they can't solve their daunting problems alone, they understand the potential for involving all generations and are doing something about it.

Leadership was abundant on May 11 when President John Cullerton and Minority Leader Christine Radogno exemplified the spirit of citizen involvement when they greeted and challenged those attending the Day of Celebration. Those assembled in the Senate Chamber came because they believe in the power of individuals to make change. Many came at their own expense so they could add their voices to the growing movement for civic engagement across generations. "Instead of people worrying about their own problems," said Robert Grimm from the Corporation for National Service, "they're thinking of others."

Leadership from the 12-member



L to R: Charles Johnson, the director of the Illinois Department on Aging and State Superintendent Chris Koch

Core Team of the NGA Illinois Policy Academy has created a dynamic broad-based coalition and garnered a proclamation by Governor Pat Quinn. The proclamation supports civic engagement and puts in motion a year of activities that will spread to all 102 counties in Illinois.

On that fortieth-birthday climb many years ago, I succeeded because of my determination and with the cheers and humor from my family. "Mom you aren't over the hill, yet."

That type of support is apparent in the centerfold in this issue. Look at the multi-generational photo of eager and enthused Illinoisans ready to take on President Obama's call to service.

They reflect John W. Gardner's idea in *Building Community*, "In a healthy community each group will reach back to the whole community of which it is a segment and ask "How can we help? How can we sing our part in the chorus?"

- Jane Angelis, Editor

Setting Goals for Civic Engagement A Day of Celebration and Conversation



On May 11, 2009, four generations assembled in the Illinois Senate Chamber to create new momentum for civic engagement in Illinois. On the podium is Charles Johnson, director, Illinois Department on Aging and director of the Illinois Policy Academy for the National Governors Association. Standing to the left is Bob Gallo, director, AARP Illinois; Merri Dee, former anchor for WGN in Chicago and current president, AARP; Johnson, John Sirek, director Citizenship, McCormick Foundation, and Linda Hoffman, Center for Best Practices, National Governors Association, Washington, DC. Senator Denna Demuzio welcomed the group on behalf of Senate President John Cullerton.

In the spirit of civic engagement, four generations gathered in the historic Illinois Senate Chamber for a Day of Celebration and Conversation on the Civic Engagement of Older Adults. In sharp contrast to the proceedings only 3 months earlier that resulted in the impeachment of Governor Rod Blagojevich, participants assembled to discuss the changing image of retirement and how Illinoisans envision a state where the talents of the older generations aren't left on the sidelines.

The May 11 event was developed by the Illinois Policy Academy in cooperation with Senate President John Cullerton. The Illinois Policy Academy is a National Governors Association (NGA) Center for Best Practices project funded by the Atlantic Philanthropies. In June 2008 Illinois was selected as one of 14 states to develop a plan for expanding the involvement of older adults in service, learning and work.

A 12-member Core Team led by Charles Johnson, director of the Illinois Department on Aging, has

developed a broad-based coalition to champion civic engagement and to make it more visible and accessible for those age 50 and older.

The Day of Celebration reflected that perspective with two goals: First to celebrate the contributions of older adults and second, to set goals for expanding the civic engagement of all Illinoisans. Participants looked beyond their needs and asked the question, "What can I do to support my state and community?"

STATE LEADERS APPLAUD PARTICIPANTS IN A DAY OF CELEBRATION



Senate President John J. Cullerton speaks to the participants in the Senate Chamber.

Senate President John Cullerton and Minority Leader Christine Radogno exemplified the spirit of cooperation that is essential to productive civic life as they spoke to the multigenerational group in the Senate Chamber.

President Cullerton was pleased with the four-generation participation and said, "I would like to personally thank the Illinois Policy Academy on the Civic Engagement of Older Adults. You are expanding a movement that acknowledges the gifts and talents of Illinoisans and gives them the opportunity to serve their state and country. With your wisdom and resourcefulness you strengthen our communities and enhance the public policy process."

Senate Republican Leader Christine Radogno applauded the participants and their spirit of giving, "Illinois faces many tremendous challenges in the coming years. The faith of our citizens has been shaken by scandal and corruption and our budget is stretched beyond its limits. If we are to address these challenges in a meaningful way – it will take the cooperation of all our citizens. Our older generations have so much to offer. It is a true honor to be part of a "Celebration to recognize the value of the civic engagement of our older adults. Partnering with the youth of today – bringing all the generations together – is a key to our success in Illinois."



Minority Leader Christine Radogno and to her left Geoff Obrzut, President and CEO, Illinois Community College Board; Senate President John Cullerton, and Charles Johnson, director, Illinois Department on Aging.



Senate Resolution

On April 29, the Senate passed Resolution 0080 unanimously. The Resolution was sponsored by Senators Deanna Demuzio, Christine Radogno, Edward D. Maloney, Kimberly A. Lightford, Michael W. Frerichs, Bill Brady, and Iris Y. Martinez.

The resolution "encourages all citizens of the State of Illinois to be cognizant of the wisdom, experience, and talents of persons 50 years of age and older; to celebrate their lifetime achievements and continued contributions to the economic vitality and cultural heritage of Illinois; and to establish public and private partnerships that will promote opportunities for civic engagement for persons 50 years of age and older in the areas of lifelong learning, employment, and volunteer community service, in order to make Illinois a great place to grow old."

OPENING SESSION OF A DAY OF CELEBRATION



Senator Deanna Demuzio
Member NGA Advisory Team



Charles Johnson, director,
Illinois Department on Aging

Senator Deanna Demuzio, a longtime supporter of volunteer efforts in Illinois, welcomed the 200+ participants to the Senate Chamber on behalf of President John J. Cullerton. Charles Johnson opened the meeting by telling the story about the National Governors Association partnership on Civic Engagement. Linda Hoffman, Senior Analyst, NGA brought greetings from the NGA Center for Best Practices in Washington, D.C.

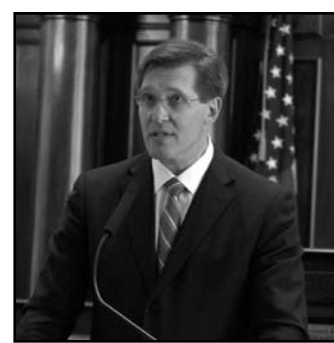
Keynote speaker Merri Dee, former anchor at WGN-TV and current AARP president, captured the audience when she said, "I speak proudly of my grandparents for they were the ones who made me realize that getting older has status. They aged beautifully and were respected for their dignity and grace. I began to mimic them in all they did, I wanted to be older. It has carried me through this aging process that many try to avoid, with much love for myself and others as we age."

"At the wonderful age of 72 and this magnificent stage in life, I know that I am truly blessed. I am enjoying every aspect of reinventing myself in some way, every day. Now working with seniors and youth, I am right where I am supposed to be. Aging is inevitable, aging well with the right kind of attitude is a choice."

The second keynoter, John Sirek, director, Citizenship, the McCormick Foundation, responded to Merri Dee's acknowledgement of age by sharing that he would soon celebrate his 50th birthday. "I often thought, OK, prayed, that this day would never come. Now that



Left: Bob Gallo, AARP State director, introduced (Right) Merri Dee, retired anchor from WGN in Chicago and new Illinois AARP President



L to R: Linda Hoffman, Senior Analyst, National Governors Association and John Sirek, director, Citizenship, McCormick Foundation

it's almost here I'm looking forward to what I plan on being the most productive and exciting stage of my life." Sirek refers to a column by David Brooks that has implications for Illinoisans. We should "begin every day by reminding [our]selves of the concrete ways people build orderly neighborhoods, and how those neighborhoods bind a nation." Sirek continued, "Community Building! That's what we are talking about when we say citizenship and civic engagement. And that's what we're really talking about today."

"Today we face many challenges. Who will take them on? Who will step forward and say this is my state? This is my community. This is my country and I will do everything in my power to make it a better place. In the final analysis 'We the People,' all the people, are responsible for what we do today and how our actions shape our present and future. We cannot afford to leave the skills and talents of any segment of our society on the sidelines."

FOUR WORK GROUPS PRESENT RECOMMENDATIONS

After the opening session, participants moved to the hearing rooms to begin their discussions in four work groups, Intergenerational, Volunteer Management, Learning and the Workforce. The discussions were framed by the experiences of those present and the guidance of the discussion leaders. At the end of the morning and afternoon sessions, recommendations were prepared to share with everyone in the Senate Chamber.



Participants took seats in the hearing rooms to listen to discussion leaders and share ideas about experiences and pertinent topics regarding the workforce, volunteer management, intergenerational and learning.

WORKFORCE WORK GROUP



Workforce Recommendation Reported by Peggy Luce

It's all interconnected: the work, the learning and the volunteerism. The networks need to be pulled together."

Senate Hearing Room 409

Chair, Peggy Luce, Chicagoland Chamber of Commerce

Discussion Leaders and Topics

Jobs, Education and Support Services through Illinois WorkNet

Jeanne Kitchens, Illinois workNet, Southern Illinois University

Options for Low Income Older Workers

Gayle Gaumauf-McCoy, National Operation Able

Preparing for a Mature Workforce:

The Role of Employers:
Heather Underwood, AARP Illinois

VOLUNTEER MANAGEMENT WORK GROUP



Recommendation on Volunteer Management

Reported by John Hosteny

Promote an ethic of service that touches all generations.
Build the capacity of organizations, community groups, and others so they can effectively utilize the skills of volunteers to meet critical community needs.

Senate Hearing Room 212

Chair: John Hosteny, Corp. for National and Community Service

Discussion Leaders and Topics

Developing a Culture of Service

Cory Foster, Office of the Governor and Ann Rich, Chicago Life Opportunities Initiative

Leaky Bucket: Tools to Recruit and Retain Volunteers

Barbara Byrne, Western IL AAA and John Hosteny, CNCS

Getting Connected through Create the Good, Bob Gallo, AARP Retirees Leading, Carol Davis, Spoon River College

LEARNING WORK GROUP



Recommendation on Learning Reported by Marilyn Hennessy

Expand the concept of lifelong learning to include building community as a key element. Recognize the multiple audiences for lifelong learning—those recently laid off and needing to retool, and those retired and seeking new challenges. Consider the context for learning. Expand lifelong learners through communicating the potential and pleasure of lifelong work. Talk to everyone.

House Hearing Room 114

Chairs: Marilyn Hennessy, retiree and trustee, Retirement Research Foundation and Robert Mees, president, Council of Community College Presidents, and president, John A. Logan College

Discussion Leaders and Topics

The Love of Learning:

Anita Revelle, Senior Professionals, Illinois State University

John Hallwas, Macomb Area LIFE (Learning is Forever), WIU

John Kirk, Senior Professionals, Illinois State University



Panel members talk about Retooling in Retirement: L to R: Dr. Jorge Partida, J. Partida Consulting; Robert Schlacks, Adult Recruitment and Retention Specialist, Waubonsee Community College; Jennifer Foster, Director of Adult Education, Illinois Community College Board; (standing in back) Margaret Plaskas, Educational Program Developer, Waubonsee Community College and Vice President, Illinois Lifelong Learning Coalition

Retooling for Retirement and Second Careers

Margaret Plaskas, Waubonsee Community College

Jennifer Foster, Adult Education, Illinois Community College Bd.

Bob Schlacks, Waubonsee Community College

Jorge Partida, author, "The Promise of the Fifth Sun"

Personal Growth and Responding to New Challenges

Maria Malayter, Center for Positive Aging, National Louis Univ.

Pat Carpenter, African American Family Commission

David Kitchell, State Farm and Retired Navy



Carol Brown Hodge, Deputy Chief of Staff for Governor Pat Quinn prepares to read the Governor's Proclamation during the concluding session of the Day of Celebration and Conversation on the Civic Engagement of Older Adults.

INTERGENERATIONAL WORK GROUP



L to R: Bernie Wong, executive director, Chinese American Service League, and John Sirek, McCormick Foundation

Intergenerational Recommendation

Reported by John Sirek and Bernie Wong

Promote the use of the term “multigenerational” to include the four generations. We all need to come together to strengthen our communities and ourselves.

Senate Hearing Room 400

Discussion Leaders and Topics

Opportunities to Link Youth Service and Aging Service

John Sirek, McCormick Foundation and Sharon Hamilton, Programs for Older Persons, Southwestern Illinois College
Samaritans for Seniors, Andrew Phillips, RSVP Champaign

Successful Intergenerational Program Models

Maureen Statland, director, Chicago Metropolitan Intergenerational Committee, and Carolyn Casteel, Generations of Hope



Front Row: Maureen Statland, director, Chicago Metropolitan Intergenerational Committee and Helene Block Fields, retiree and author. Statland and Fields are giants in the intergenerational field. On the right Anita Revelle, ISU and Barbara Hartnett, RSVP, Peoria. Revelle and Hartnett are pioneers in Lifelong, the older learner program coalition.

GrandFriendships Helene Block Fields, Author and Intergenerational Pioneer and *Grandparents Raising Grandchildren*, Barb Schwartz, Illinois Department on Aging

POLICY WORK GROUP



Policy Recommendations

Reported by Mike O'Donnell

The Policy work group attended all the sessions to develop a policy that reflected the input of learning, work, intergenerational and volunteer management.

1. On the National Scene:
That Congress fully fund and the Obama Administration fully implement all the provisions of the Edward M. Kennedy Serve America Act.

2. At the State Level:
That Governor Quinn establish an interagency committee to extend the work of NGA Civic Engagement of Older Adults Initiative in Illinois and address the issues raised and recommendations made by the participants at the Day of Celebration and Conversation about Civic Engagement of Older Adults.

COMMITMENTS BY PARTICIPANTS

One of the last tasks for the participants in this civic gathering was to make a commitment on how to continue the momentum developed on May 11. The following are a few of those written that put into action the topics discussed and the needs of each community or school.

From Alan Baharlou

Eastern Illinois University
Charleston

Generation: Traditionalist

I will continue my current volunteer activities & most likely expand to participate in the elementary schools read programs, give tours to family members who visit EIU to select a college, and help EIU in the fall when students arrive.

From Ashley Dearborn

Student, Northwestern University and former nontraditional student representative, IBHE

Generation: Gen X

I will work to encourage multigenerational initiatives between students and others with a focus on traditional and non-traditional students and older adults.

From Margie Campbell

RSVP

Decatur

Generation: Boomer

I will work harder volunteers to match skills, listen more closely to skills and experiences of all. They are our greatest assets.

From Deb Perryman

Teacher, Elgin High School

Generation: Boomer

I will implement at least one program next school year that either incorporates or serves seniors in the Elgin community.

From Barb Needhan

Addus Health Care

Peoria

I will bring this overall ideas/topic up in other groups that I am involved with in the Peoria area and the other surrounding counties.

From John Gebhardt

Retiree and RSVP Participant

Quincy

Generation: Traditionalist

I will lead by example & encourage involvement in the community.

From Tammy Lewis

Rock Valley College-Center for Learning in Retirement, Rockford

Generation: Gen X

I will promote volunteer opportunities at our center and in the community to our Center for Learning in Retirement members to encourage meaningful civic engagement.

From Darron A. Suggs

St. Clair County Juvenile Detention Center,

East St. Louis

Generation: Gen X

I will continue to bridge the gap between the traditionalist and other generations. I will continue the open lines of communication with all the generations.

From Frankie Valencia

DePaul University, Chicago

Generation: Gen Y

I will pursue relationships with older generations as well as working on projects that can pair older generations with youth in mentoring activities.

From Shi Lynn Coleman

Ronald McDonald House,

AmeriCorps Member, Pawnee

Generation: Gen X

I will reach out to other generations and recruits for intergenerational volunteerism.

From Mary Walsh

Rosemont Community, Elementary School Dist. 78

Telling our Stories, Rosemont

Generation: Traditionalist

I will continue to promote, develop & stimulate folks to gather & discuss ways in which we may manage/assist one another in anyway possible.

SENATE FORUM ON INTERGENERATIONAL LEADERSHIP

Our country was founded on the tradition of intergenerational leadership, that is, when all generations work together for the common good. In disasters like Katrina, we witness the interconnectedness of generations. All generations suffer losses and all participate in the rebuilding. Sons and daughters, grandchildren, parents, grandparents and great grandparents pitch in to help one another and extended families.

On May 11, the third Senate Forum on Intergenerational Leadership was held in conjunction with the Day of Celebration. The 42 delegates representing four generations were nominated by service programs in Illinois including Senior Corps Programs, Illinois Campus Compact, Learn and Serve, and the Serve Illinois Commission.

Senator Deanna Demuzio opened the session by asking the delegates, "Why are you here?" Some of the responses were, "because I



Senator Deana Demuzio asks Pedro Rodriguez from Elgin High School why he was interested in attending the Senate Forum. He said, "I have participated in Service-Learning projects for the past two years and felt this type of learning in important." Pedro and Kathy Grimmette (left of Rodriguez) agreed that they hope to develop new projects with older generations. Demuzio is a member of the NGA Policy Academy Advisory Team and sponsored the Senate Resolution on Citizens 50+.

was invited by the President of the Senate," or "because I am committed to service," or "because I want to learn more about intergenerational leadership."

John W. Gardner, a community-building guru, provides a rationale

for the Senate Forum in his book, *On Leadership*. "Most men and women go through their lives using no more than a fraction—usually a rather small fraction— of the potentialities with them. The reservoir of unused human talent and energy is vast, and learning to

Building Blocks for Intergenerational Leadership

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Contact between generations, which fosters respect and trust • Communication, especially listening, telling intergenerational stories, and "getting the word out." • Coalition building: identify the mission, set goals, and take action as an intergen'l team. | <ul style="list-style-type: none"> • Problem solving: addressing differences and building on similarities • Perseverance: Failure is a life lesson and a critical part of learning. The important action is to keep trying. • Learning is the essence of intergenerational leadership—learning about another generation's needs, | <ul style="list-style-type: none"> issues, and achievements • Understanding between generations is the result of dialogue and knowledge. • Renewal and Reinvention are the foundation of intergenerational leadership, tapping creativity and wisdom. |
|--|---|--|



Above: Delegates formed small groups and met in the back of the Senate Chamber to share their views on communication and authority. L to R: Robert Walsh, Susanne Kutter Sibert and students from Elgin High School.

Below: Gen Y students discuss historical events that were meaningful to them. L to R: Lisa Fox, Cheyenne Durr, Joe Fester, Sara Baalman (Calhoun High School Students) and Frankie Valencia, DePaul University, Chicago.



tap that reservoir more effectively is one of the exciting tasks ahead for humankind."

The first group session focused on the views of each generation, so the delegates were divided into Traditionalists, those born 1922-45; Boomers, those born 1946-64; Generation X, those born 1965-80; and Gen Y, those born 1981-2000. They discussed the way that their generation communicates, relates to authority, identifies with historical events, and looks to the future. Then they shared their ideas and compared the similarities and differences between the four generations. One student remarked, "We really look at things differently." A retiree agreed but added,

"We also learn to respect the characteristics of other generations. For example, I am learning to do texting from my grandchildren and they are writing letters."

Intergenerational leadership is about learning and understanding—learning about the needs of other generations, their views, and the forces that motivate them. The building blocks of intergenerational leadership emphasize making connections with other generations, communicating effectively and developing a shared vision to accomplish a goal.

The Senate Forums on Intergenerational Leadership, were established in 2005 by the President of the Senate and the Intergenerational Initiative, SIU Carbondale.

Delegates to the 3rd Senate Forum on Intergenerational Leadership

Generation Y (Born 1981-2000)

Sarah Rothman
Francisco Valencia
Alex Smith
Pedro Rodriguez
Kathy Grimmette
Nick Montgomery
Kelsy Rife
Ingris Sandoval
Lisa Fox
Joey Fester
Sara Baalman
Cheyenne Durr
Erin Werthen

Boomers (Born 1946-1964)

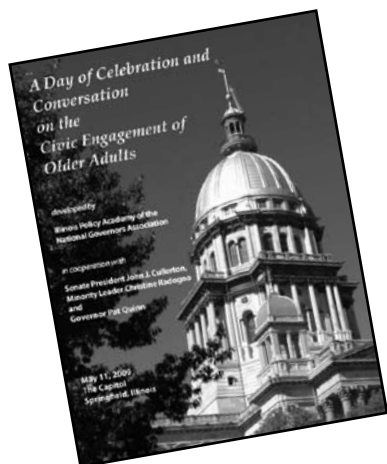
Kathy Engelken
Jeannifer Beal
Kathy Clark
Carla Gosney
Jeanetta Green
Douglas Grier
Betsy Minor
Stephen Silverman
Chay Lemoine
Deann Fester
Suzanne Kutterer Sibert
Debby Perryman
Bridgid Trimble

Generation X (Born 1965-1980)

Ericc Powell
Shi Lynn Coleman
Shannon Dial
Ashley Dearborn
Matthew Mathey
Darin Suggs
Melissa Housinga
Becky Stroud
Barb Roth

Traditionalists (Born 1922-1945)

Alan Baharlou
Debbie Day
Kathleen Holden
Proshanta Nandi
Mary Walsh
Bob Walsh
John Gephardt
Pat Bearden



Thank You!

An event like the Day of Celebration doesn't happen without teamwork.

Thank you to State Leaders:
Senate President John J. Cullerton, Minority Leader Christine Radogno, and Senator Deanna Demuzio
Governor Pat Quinn, Carol Brown Hodge and Cory Foster

Thank You to Speakers, Contributors and Participants who helped make the Day of Celebration a great success.

To the National Governors Association

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Center for Best Practices and the Atlantic
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Robbins

**To the Core Team of the NGA Illinois
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Charles Johnson, Bob Gallo, Merri
Dee, John Sirek, Peggy Luce, John
Hosteny, Cory Foster, Bernie Wong,
Mike O'Donnell, Marilyn Hennessy, Mike
O'Donnell, Bob Mees, and Senator Ed
Maloney

To those behind the scenes:

Office of the Senate President:

Kathryn Underwood, Andy Manar, Jill Rock,
Rikeesha Phelan, Brandy Rees and Robin
Gragg

Office of the Minority Leader: Patty

Schuh and Mary Lou Frank

Illinois Department on Aging

Barbara Halstead, Gidget Freeberg, Kathy
Jump, Cathy Houghtby, Jody Martin, Matt
Westcott, Nikki Smith, Portia Riley and all
who pitched in on May 11.

Secretary of State's Office:

Donna Mulcahy Fitts, Dodie Stannard, and
staff

Illinois Community College Board

Geoff Obrzut, Karen Hunter Anderson,
Elaine Johnson, Jennifer Foster, Cherie
VanMeter, Allison Ray, and Preston Morgan

Office of Senator Demuzio

Cindy Miller and staff

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the delegates for the Senate Forum**

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Financial Services, LLC Addus Healthcare,
and Philips Lifeline

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Library, Office of Associate Chancellor and
SIU Law School

To speakers and facilitators

Workforce

Jeanne Kitchens, Illinois workNet,
Southern Illinois University, Gayle
Gaumauf-McCoy, National Operation Able;
Heather Underwood, AARP Illinois

Volunteer Management

Ann Rich, Chicago Life Opportunities
Initiative, Cory Foster, Office of the
Governor, Barbara Byrne, Western IL AAA;
Bob Gallo, AARP, Carol Davis, Spoon
River College

Intergenerational

Maureen Statland, Chicago Metropolitan
Intergenerational Committee, Carolyn
Casteel, Generations of Hope, Sharon
Hamilton, Programs for Older Persons,
Southwestern Illinois College, Andrew
Phillips, RSVP Champaign, Helene Block
Fields, GrandFriendships, Barb Schwartz,
Illinois Department on Aging

Learning

Anita Revelle, Senior Professionals,
Illinois State University; John Hallwas,
Macomb, John Kirk, Illinois State
University; Margaret Plaskas, Waubonsee
Community College; Jennifer Foster, Adult
Education, Illinois Community College Bd.
Bob Schlacks, Waubonsee Community
College; Jorge Partida, "The Promise of
the Fifth Sun," Maria Malayter, Center
for Positive Aging, National Louis Univ.,
Pat Carpenter, African American Family
Commission, and David Kitchell, State
Farm and Retired Navy

And to all who contributed as unsung
heroes!

- Jane Angelis

Examples of Citizen Service

ADVICE ABOUT GETTING INVOLVED IN RETIREMENT: JUST DO IT!



Bob Walsh of Rosemont on his way to a volunteer experience.

of thoughtfulness. "After a devastating fire, an older man noticed the teddy bears in my car that I keep for children. He asked if he could have one for his wife. I gave him the bear and he was so grateful that he could give something to his wife who had lost everything. A small teddy bear gave solace to one who was thinking of another."

Red Cross volunteers receive extensive training to deal with severe situations however it is never easy to watch the pain that others are experiencing. We learn to deal with our own emotions.

Bob Walsh found his niche in retirement as a Red Cross Volunteer. His advice to other retirees about service is "Just do it. Think about your main interests, possibly a hobby or past work experience. There are many fields that need volunteer assistance. Select one that may fulfill your interests. Gather information and talk with people who are involved."

Walsh describes the way he started as a Red Cross Volunteer. "I was working on a Habitat project in Taos, New Mexico with another couple. They received a call to report to Oklahoma to help with a

hurricane disaster. They filled me in about their work with the Red Cross. It was their personal input that convinced me that assistance is needed after major disasters. I thought I might be able to help so when I returned to Illinois, I called the local Red Cross chapter."

Walsh recounts some of his most memorable experiences. "There are so many stories—some that really touch the heart." He recalls an elderly couple in Fr. Myers, Florida, after hurricane Charlie, a Christmas-Eve fire, a mother who lost her 3-month old child, and the impressive example

"Red Cross volunteers take care of immediate needs and in the long run, people are very grateful. We work with local police & fire departments and in some situations we provide shelters for people who have no place to go in order that they may rest and the next day they determine what their needs are and what they might be able to do. Often a newcomer from AmeriCorps may accompany me to local fire scenes, so I could be labeled as a mentor."

To find your local Red Cross
<http://www.redcross.org/en/>

TECHNOLOGY AND GRANDPARENTS



8th Grade students explaining how to use the computer to Mrs. Bond



Rachel demonstrating how to use the Internet to Mr. Province



Sam, Logan, and Tristan demonstrate how to use an iPod to Mrs. Stark

On May 13th 8th-grade students at Smithton Consolidated Community Unit became teachers. The students taught the grandparents how to operate a cell phone and send an email. They helped the grandparents to find their homes on GOOGLE Earth, discussed Twitter and how to use it, search the Internet, create a flyer, and use an iPod, Microsoft Word, and WordArt.

According to teacher Allison Gaubatz, there are two eighth grade classes, so one class taught the session from 8:55-9:40 and the other from 10:25-11:10.

Gaubatz said that overall the students thought the experience was fun and a great learning opportunity. For example, one student wrote that he was surprised about how much information he was able to teach the grandparents. Another student wrote that an older generation doesn't necessarily know more than a younger generation.

Patience was another common learning experience. Students wrote that in order to teach people how to use computers you have to have patience. Last, one student wrote some of the knowledge gained from technology seems so little, but realized that to the grandparents it was very important to them in order to use the computer.

Preparation took several weeks with the students doing most of the planning. Their first question was, "How will we know what to teach them?" They decided to construct a survey about what the grandparents/seniors wanted to know about technology.

Smithton Consolidated Community Unit is located near Belleville in southern Illinois. The Superintendent is Dr. Steve York, and the Principal is Mrs. Vickie Norton. All agreed they will continue the program next year.

Three Cheers for Allison Gaubatz for developing the Technology and Grandparents Program. Thank you to the Illinois Principals Association for providing the publicity about the opportunity to principals throughout the state.

THE GREAT MIGRATION AND WHAT THEY BROUGHT WITH THEM

A NEW EXHIBIT



This historic photo depicts a family arriving in Chicago with trunks, suitcases, and all their worldly possessions.

Between 1890 and 1950, African American migrants came to Chicago on Pullman Company transportation by the thousands. Many arrived at the 12th Street Illinois Central Railroad Station with trunks, chests, and wrapped bundles of belongings.

The Pullman Company became the largest employer of African Americans at the end of slavery. Trackmen, laborers, porters, dining car waiters, commissary works, maids, and Jim Crow passengers are remembered as valued members of Black communities and families in Chicago.

On May 16 a partnership of history organizations celebrated 100 years of African American Ancestry in Chicago with the *The Great Migration: And What They Brought With Them (1868-1968)*. The occasion was the opening at the Hotel Florence on south Forestville Avenue in Chicago. The Bronzeville Historical Society displayed artifacts provided by Black Migrants to Chicago. The International Society of Sons and Daughters of Slave Ancestry exhibited the work of former slaves in a heritage quilt. The Pullman State Historic Site and the Swahili Institute also joined in the celebration.

This exhibition of photographs, documents, artifacts, and memorabilia is a chronicle of what some black migrants brought with them to Chicago. Biographical text was included to personalize the displays.



Family History and the Great Migration

Pat Bearden, director of the International Society of Sons and Daughters of Slave Ancestry says that this photo has been passed down from generation to generation and has been patched and the torn pieces stapled to preserve it. "It was precious to me because it represented my past," says Bearden, coauthor of *History Comes Home*. "On my father's 85th birthday I asked him about my family history. He was cantankerous and said, 'Why do you want to know that?' I said, 'Because it's about me!'"

The Pullman State Historic Site, including the Hotel Florence, is administered by the Illinois Historic Preservation Agency. The Hotel Florence is located at 11111 South Forrestville Avenue in Chicago.

For further information, 773-660-2341
www.pullman-museum.org.



Illinoisans Ready for Civic Engagement

In a healthy community each group will reach back to the whole community of which it is a segment and ask “How can we help? How can we sing our part in the chorus?”

John W. Gardner





Illinois Policy Academy on the Civic Engagement of Older Adults

HISTORY

The Illinois Policy Academy on the civic engagement of older adults became a reality in July 2008 with a one-day site visit in Illinois by National Governors Association staff to facilitate initial planning and goal setting. The Illinois Core Team assessed current policies, programs and resources related to civic engagement strategies for older adults. Later, a statewide advisory team was recruited and met in two locations, Chicago and Springfield, to gather the ideas of experts representing the economy, workforce, education, health, and information technology.

The purpose of the Illinois Policy Academy is to champion civic engagement and to make it more visible and accessible for those age 50 and older. Work groups were created to target volunteer management, learning, school involvement, publicity, work, and policy.

Core Team Leadership

Team Leader: Charles D. Johnson, director, Illinois Department on Aging

Project Director: Jane Angelis, director, Intergenerational Initiative, Southern Illinois University Carbondale

Representative from the Governor's Office: Cory Foster, director, Community Affairs

Core Team Members

Bob Gallo, state director, AARP

Marilyn Hennessy, retiree and trustee, Retirement Research Foundation

John Hosteny, Illinois director, Corporation for National and Community Service

Peggy Luce, vice president, Chicagoland Chamber of Commerce

Edward Maloney, chair, Senate Higher Education Committee

Robert Mees, president, Illinois Community College Council of Presidents, and president, John A. Logan College

Michael O'Donnell, executive director, East Central IL Area Agency on Aging and chair, Illinois Assoc. of AAA

John Sirek, director, Citizenship, McCormick Foundation

Bernarda Wong, president, Chinese American Service League



Illinois Policy Academy on the Civic Engagement of Older Adults

In September 2008, the National Governors Association convened a meeting of the state teams in Annapolis, Maryland to help refine goals and begin to develop an action plan. Another national meeting was held March 27-29, 2009. After these Policy Academy meetings and throughout the project, the NGA Center staff monitored each state's progress and provided customized technical assistance. An evaluation and re-setting of goals took place in June 2009.

Fourteen states have participated in the NGA Policy Academy for the Civic Engagement of Older Adults including Alabama, Arizona, Arkansas, Florida, Idaho, Illinois, Maine, Maryland, Massachusetts, New Mexico, New York, Pennsylvania, Ohio, and Wyoming.

GOALS

The goals of the Illinois Policy Academy address the needs of the future with particular emphasis on the economic life of older adults that has become an important issue.

Goal One: Communicating the importance of civic engagement to retirees, educators, employers, and the public,

Goal Two: Developing policy to



Training in Philadelphia was provided by the National Governors Association and Atlantic Philanthropies. Front L to R: Mike O'Donnell, East Central II AAA; Linda Hoffman, National Governors Association; Bernie Wong, Chinese American Service League; John Hosteny, Corporation for National and Community Service; Back: Bob Gallo, AARP; Charles Johnson, Illinois Department on Aging, and Jane Angelis, Intergenerational Initiative, SIU Law School.

support civic engagement.

Goal Three: Developing an infrastructure of retiree involvement in work, learning and volunteering.

EIGHT DIRECTIONS FOR CIVIC ENGAGEMENT

On March 27-29, the National Governors Association Center for Best Practices provided training and discussion with five states. The site for the training was a historic Philadelphia farm that dates back to the time of George Washington's

Mt. Vernon plantation. The training was unique in the processes used and culminated in a leadership and team activity preparing the evening meal for some 60 individuals. The Illinois Team completed the two-day session with eight directions for the future.

1. Present a demographic picture of Illinois that includes migration, the economic value, the maturing workforce and how they will be replaced.
2. Select a theme, such as *Illinois is a great place to grow up and grow old* and



Illinois Policy Academy on the Civic Engagement of Older Adults

emphasize the great potential for older people to help find solutions.

3. Develop stronger connections between aging and education, which can help promote an age-friendly state and new resources for addressing the problems of education.

4. Conduct an inventory the skills of retirees and needs of business and education. Relate to the Aging 2020 Plan.

5. Establish stronger linkages between volunteerism, civic duty and social responsibility. When people retire they often have the view that the "job is done," but other things need doing in the community. Bring everyone into service because only 23.5% of older adults and 36% of boomers volunteer according to the Corporation for National and Community Service.

6. Develop future leaders for non-profits, business, and the workforce in general. Older adults are retiring and will leave a vacuum.

7. Utilize cabinet level positions to start discussion in state and local government about the benefits of older adults.

8. Make recommendations on how we gear-up for the Edward M. Kennedy Service Act.

FIRST YEAR EVALUATION

The first-year evaluation was conducted on June 3, 2009 by the NGA Core Team at the AARP Headquarters in Chicago. The Team looked at the original goals, the progress toward completion and new goals for 2009-2010. The three goals submitted to the National Governors Association in the June 2008 proposal included:



Conducting the First-Year Evaluation were (L to R) Bob Mees, Council of Community College Presidents; Marilyn Hennessy, Retirement Research Foundation; John Sirek, McCormick Foundation; Jane Angelis, Intergenerational Initiative; Charles Johnson, Illinois Department on Aging; Peggy Luce, Chicagoland Chamber; Bob Gallo, AARP. Not pictured John and Grace Hosteny. Mike O'Donnell and Cory Foster joined the group via phone.

1. Communication
2. Policy
3. Infrastructure

Goal One: Communication

Significant progress was made "getting the word out" about the importance of civic engagement. The Advisory Team briefed their constituencies and publicized the importance of civic engagement, 200 organizations that support civic engagement for older adults were identified, and the May 11 meeting resulted in 235 individuals participating in the conversation at the Capitol.

Preliminary Communication Goals for 2009-2010

1. Gather Stories about Engaged Older Adults
We need to gather stories about the good things happening with service, learning and work so that we can put a face with an issue. One way is to find out about awards that are being given in various organizations.

2. Prepare media for the Year of the Engaged Older Illinoisan by making those contacts and demonstrating its importance to them. Some possibilities: The Illinois Press Association, the Illinois Channel, Broadcasters Assoc. and others.

3. Support the Summer of Service, which was announced during the National Volunteer Conference in San Francisco on June 22. The Summer of Service will continue until September 11, the National Day of Service.

4. There was consensus that we need to be more involved in technology to publicize our goals, as well as the good work from others in engaging older adults. We need to publicize “Go-to” sites for information, such as the Serve Illinois Commission.

5. The networks associated with learning, service and work need to be more connected.

Goal Two: Policy

Great strides were made with Policy Development. A Senate Resolution was proposed and passed unanimously, the Governor issued a proclamation, and new momentum came from the passage of the Kennedy Service Act.

Preliminary Policy Goals for 2009-2010

6. Continue developing awareness with the General Assembly and work with the Serve Illinois Commission to develop policies that will expand the civic engagement of older adults.

Goal Three: Infrastructure

Progress was made creating an awareness of the importance of volunteer management, the maturing of the workforce, and changing educational needs of older adults. A concept paper was written and tentatively funded to replicate the Retiree Leading model that would create a statewide network to involve older adults in service, learning, and work.

Preliminary Infrastructure Goals for 2009-2010

7. There is a constant need to remind people that older adults are resources, not problems and that they have many talents and skills that are important for communities, schools, and so forth.

8. Perceptions about Volunteer Management

Most people think that their agencies can manage volunteers effectively, but when asked about specifics of volunteer management, they aren't as sure.

9. Continue developing the Retirees Leading Model that will result in a statewide network for involving older adults in service, learning and work.

10. Expand coalitions beyond the 200 organizations enlisted for the Day of Celebration. Develop an online form for organizations and individual to sponsor events for the Year of the Engaged Older Adult.

“How we engage the longest-living, best-educated, wealthiest, and most highly skilled generations of Americans will tell us a lot about whether we will confront our greatest challenges or merely sink into our own private lives as we age. And how we treat the aging — by further marshaling their talents or by letting many linger into an aging purposelessness — will be signposts of our country's values (More to Give, 2008).

National Governors Association Illinois Policy Academy Advisory Team

The Advisory Team has provided superb ideas and recommendations. They have been key to information dissemination to their constituencies as well as gathering input. The Advisory Team will play a key role in the Engaging Illinois 2010 venture.

- African American Family Commission, Terry Solomon, Executive Director
- American Family History Institute, Pat Bearden, Director
- Chicago Life Opportunities: Anne Rich, Director
- Changing Worlds, Mark Rodriguez, Executive Director
- Chicago Public Schools, Adrienne Scherenzel-Curry, Senior Policy Advisor
- Council for Adult and Experiential Learning, Amy Sherman, Director Workforce
- Choose Dupage: Michael Skarr, Investment Services & Exec Dir Emeritus, Naperville Chamb. of Commerce
- Coalition of Limited English Speaking Elderly (CLESE), Marta Pereyra, executive director
- Depaul University Student, IL Campus Compact, Ericc Powell, VISTA Leader
- Executive Service Corps, Marcia Lipitz, Exec. Director
- HURRAH, Naperville Intergenerational Program, Russ Marineau, Director
- Illinois Association of Community Action Agencies, Dalitso Sulamayo, executive director
- Illinois Association of School Boards, Linda Dawson, Director of Editorial Services
- Illinois Board of Higher Education, Mike Baumgartner, Executive Deputy Director
- Illinois Campus Compact: Kathy Engelken, Exec. Dir.
- Illinois Council on Aging: Gene Verdu, President
- Illinois Community College Board, Geoff Obrzut President and CEO
- Illinois Community College Trustees Association, Joan DiLeonardi, Treasurer & Bd member, Oakton CC
- Illinois Department of Commerce and Economic Opportunity, Mike Baker, Workforce Development
- Illinois Principals Association, Jason Leahy, Executive Dir.
- Illinois Press Association: Donald M. Craven, Interim Executive Director Exec. Dir.
- Illinois Senator Deanna Demuzio
- Illinois State Board of Education, Susie Morrison, Deputy Superintendent
- Illinois State Library, Sharon Ruda, Director, Blind & Physically Handicapped
- Intergenerational Advisor, Mary Walsh, Rosemont
- Intergenerational Advisor: Cathy Demetrio, Lake Forest
- Lifelong: IL Coalition of Older Learners, Maria Malayter & Dir., Center for Positive Aging, National-Louis Univ.
- Loyola Univeristy Chicago, Don Wycliff, Distinguished Journalist in Residence
- Midwest Peace Corps, Virginia Koch, Regional Manager
- National Able Network, Inc: Grace Jenkins, CEO
- Northwestern University (and non-traditional student representative IBHE), Ashley Dearborn
- Retirees Leading Initiative, Carol Davis, Director & Vice President, Spoon River College
- SCORE (Senior Corps of Retired Executives), James Forstall and Emeritus, IL Board of Higher Education
- Serve Illinois (Commission on Volunteerism), Scott Nierman, Volunteer Programs Manager
- SIU Edwardsville, Roger Maclean, Dir. of Outreach
- State Universities Annuitants Association, Linda Brookhart, Executive Director
- University of Illinois Extension, Judith Richardson, Extension Specialist
- Voices for illinois Children and WSIL TV, Bonnie Wheeler
- Women's Bureau, US Department of Labor: Nancy Chen, Director

Next Steps for the NGA Illinois Policy Academy on Civic Engagement

- Use the Proclamation from Governor Pat Quinn as a blueprint and guide.
- Partner with the Serve Illinois Commission to develop *Engaging Illinois*, which will expand civic engagement for all ages.

Proclamation from Governor Pat Quinn

2010: The Year of the Engaged Older Illinoisan



Whereas,
“civic engagement” includes opportunities to pursue meaningful roles through lifelong learning, service and work, which will bring personal fulfillment, increased physical and mental health, and stronger social connections and will change the mindset of retirement from one of leisure to a time of engagement; and

Whereas,
the essence of American Democracy is a government of the people, by the people and for the people, and that democracy reflects the engagement of the citizenry and the premise that everyone can serve; and

Whereas,
the Illinois population 50 years of age and older is projected to increase from 3.2 million in 2000 to 5.3 million by 2030, an increase of 63 percent, and that older Illinoisans will spend 10, 20, 30 or more years in retirement; and

Whereas,
the maturing of Illinois compels the state and local communities to prepare for the aging of the population by assessing and mobilizing the experience, knowledge, wisdom, talents, and skills of citizens 50 years of age and older in developing livable communities for all ages and championing a world class education system; and

Whereas,
our society will also benefit from the experience, talent, energy, and leadership that older Illinoisans contribute; and as a result reinforce our P-20 educational system, strengthen our economy, and enrich the cultural and historical heritage for all generations; and

Whereas,
research shows that eighty percent of baby boomers either want or need to engage in some form of work after retiring from their primary occupations, and that two-thirds of this generation either currently volunteer or intend to volunteer after retiring, and that sixty-eight percent of those who don't volunteer would if asked; and

Whereas,
the National Governors Association has established the Illinois Policy Academy on the Civic Engagement of Older Adults to stimulate a new movement for engaging older adults in work, service, and learning; and



Whereas,
the Illinois Policy Academy will enlist a broad range of non-profit organizations, corporations, foundations, education organizations, community organizations and state agencies to promote public awareness and build an infrastructure of civic engagement throughout the state; and

Whereas,
the Illinois Policy Academy considers service a vital part of civic life and should be acknowledged as an important contribution to a government of the people, by the people, and for the people;

Therefore, I, Patrick Quinn, Governor of the State of Illinois, do hereby proclaim the Year 2010, January 1 to December 31, 2010, The Year of the Engaged Older Adult in Illinois.

I encourage all Illinoisans to recognize the constructive impact of civic engagement of older Illinoisans, and to promote these vital activities in their personal and professional lives.

New CEO for Serve Illinois Commission



Ted Gibbs, CEO
Serve Illinois
Commission

The focal point for service in Illinois is the Serve Illinois, Commission, which encourages all citizens to recognize their ability and responsibility to help strengthen

their communities through voluntary service. Ted Gibbs is the new CEO of the Commission, appointed by Governor Pat Quinn on June 1, 2009. Gibbs comes to the position with a background in service, education, and community organizing.

While serving as an AmeriCorps member, Gibbs spent two years teaching 7th and 8th grade students in the Chicago Little Village neighborhood and in the process completed a Masters Degree in Education from Loyola University Chicago. He was also a community organizer, developing bridges between the Hispanic community and African-American neighbors through a basketball league. Gibbs speaks with pride about that accomplishment and adds that "Coalition building is vital for anyone in service."

Gibbs has also served as a Senior Education Policy Advisory to Lt. Governor Quinn, coordinated

the statewide Illinois Learn and Serve America program, and was appointed as a voting Commissioner on the Serve Illinois Commission.

Gibbs is ready to roll. He said his first task as executive director is to get the commission up to full strength and then to get about the business of increasing service throughout the state. He is concerned about the fact that the Illinois volunteer rate hovers around 26-27%. "Governor Quinn's philosophy is that everyone can serve" so Illinois has great potential to step up and help people in need and at the same time become leaders in the nation." In August and September, the Commission will begin preparing the next Three-Year State Service Plan by convening listening sessions throughout the state.

Gibbs expressed frustration with people who operate in silos, and suggests a remedy, "The Commission can be the place to present ideas and a big tent to welcome everyone." He said we must also ask the question "Can we do the same things together?"

Gibbs smiles when he reflects on his teaching experiences with AmeriCorps. "Some special things can happen when you get involved in service. Gibbs found his bride-to-be and they were married this July.

Serve Illinois Commission

The Serve Illinois Commission is a 25-member, bi-partisan board appointed by the Governor. Its mission is to improve Illinois communities by enhancing traditional volunteer activities and supporting national service programs. The Commission is accomplishing this mission through the support of local community-based efforts to enhance volunteer opportunities and the administration of Illinois' AmeriCorps program.

Coming Events

Developing State Service Plan

The Serve Illinois Commission will be hosting "listening tour" sessions across the state to discuss the recently passed Serve America Act, as well as to listen to your ideas, concerns, and recommendations as the Commission develops its next 3-year State Service Plan.

August 31, 2009 – Northwest IL
Kishwaukee College - Malta

September 1, 2009 - Chicago
Metcalf Building

September 9, 2009 – Springfield
IDOT Auditorium

September 15, 2009 - Mt. Vernon
Rend Lake College

For additional information, contact
Scott.McFarland@illinois.gov

Volunteer Management Network

September 1, 2009: Northeast Illinois
VMN Meeting - Metcalf federal building,
1-3:30pm, Chicago, IL

September 29, 2009: Southern Illinois
Volunteerism Conference (details to be
posted at: www.sivc.net) - Mt. Vernon
Holiday Inn

October 29, 2009: West Central Illinois
Volunteerism Conference - details
forthcoming - Macomb, IL

Contact Scott K. Niermann, Volunteer
Programs Manager
SCOTT.NIERMANN@illinois.gov
217.782.0490





Engaging Illinois

2010

"Therefore, I, Patrick Quinn, Governor of the State of Illinois, do hereby proclaim the Year 2010, January 1 to December 31, 2010, The Year of the Engaged Older Adult in Illinois.

I encourage all Illinoisans to recognize the constructive impact of civic engagement of older Illinoisans, and to promote these vital activities in their personal and professional lives."

**In 2010, Illinoisans will come together to
celebrate the contributions of older adults and the
potential for all generations to work together**

January 2010 is the official launch of the Year of the Engaged Older Illinoisan, a time for recalling the contributions and achievements of older adults and the potential for all generations to enrich learning, cultivate service, and strengthen the workforce.

The Year is sponsored by Governor Pat Quinn, Senate President John Cullerton, Minority Leader Christine Radogno, the Illinois Policy Academy of the National Governors Association on the Civic Engagement of Older Adults, and 200 organizations representing education, business, government, and non profits.

Share your ideas

The Illinois Policy Academy invites the Illinois citizenry to submit ideas and examples of events to help celebrate 2010.

Please go to the website below to provide ideas or offer your leadership for an event in your organization or community.

Share your ideas for the Year of the Engaged Older Illinosan
<http://www.law.siu.edu/survey/engagingilsurvey.asp>

THE LIFELONG COALITION PARTNERS WITH THE NGA POLICY ACADEMY



The executive committee meeting on July 9 at the Illinois Community College Board Offices to begin a planning process for the fall. L to R: Lana Campbell, SIU Carbondale; Jennifer Foster, Adult Education, IL Community College Board; Chair: Maria Malayter, National Louis University, Lisle; Vice Chair: Margaret Plaskas, Waubensee Community College, Sugar Grove; Cheryl Brunsmann; SIU Edwardsville; and Carol Davis, Spoon River College, Canton; Attending the meeting via video and phone: Geoff Obrzut, president and CEO, ICCB and Douglas Brauer, Richland Community College, Decatur. Not present: Anita Revelle, Illinois State University, Normal.



Lana Campbell was given her award by Maria Malayter, Chair and Geoff Obrzut (on video in the background).

Awards

Outgoing officers received awards from Geoff Obrzut, president and CEO, ICCB during the May 11 Celebration at the Capitol. The award recognized their "leadership in promoting learning and service opportunities for older adults."

Those receiving awards included: Anita Revelle, Illinois State University; Mike Shore, Highland Community College; Lori Crabtree, Rend Lake College; Cheryl Barber, University of Illinois Champaign

Urbana; and John Allen, Lincoln Land Community College.

Day of Celebration

The May 11 gathering at the Capitol opened new doors for older learners with three presentations Love of Learning, Retooling for Retirement and Second Careers, Personal Growth and Responding to New Challenges. The facilitators were Anita Revelle, Margaret Plaskas, and Maria Malayter.

Executive Committee

The executive committee of the Lifelong Coalition met on July 9, expanded on those ideas and set two goals:

- First, conduct a survey of members to discover Best Practices and explore new directions.
- Second, begin to plan for a conference in October 2010 as part of the Year of the Engaged Older Illinoisan. The following is a beginning draft for the survey of Lifelong Members. The executive committee will review the instrument in

August, share with membership, and revise. The survey will be conducted online and publicized via the Lifelong Listserve through the Illinois Community College Board.

The topics for the survey of community colleges and universities are:

- Management of programs
- Content of courses
- Data gathered about older learners
- New partnerships
- Marketing of programs
- Service
- Health promotion
- The future in an aging society
- Things that work effectively

The goal of the survey is to respond to the changing educational needs of older adults and to establish additional links with other community agencies and organizations. The Lifelong Coalition is looking forward to enhanced community connections to best serve and engage older adults across Illinois.

Maria Malayter - Chair

Two Publications Boost Intergenerational Solutions

Intergenerational author describes solutions to dropouts by considering aging as an asset

John Bridgeland, the CEO of Civic Enterprises is the lead author for two reports, one that explores the views of young people on why they drop out of school. The other, *More to Give*, explores the views of what he calls experienced Americans, those 45 and older.

Bridgeland says that on one hand, dropouts cited the desire to have more caring adults in their lives and on the other, older Americans have cited their top interest in giving back to society through volunteering -- mentoring and tutoring disadvantaged youth. He believes the two could be brought together and the results striking. "It would benefit those at-risk of dropping out and the older Americans searching for meaning and purpose in their lives."



John Bridgeland,
CEO Civic Enterprises

The following pages provide excerpts from the two publications.

Four ideas for cooperative action between older Americans and education policy makers:

John Bridgeland suggests that policy makers can do more to link older adults and students through service opportunities in education. He offers the following ideas:

- | | | |
|---|--|---|
| <p>1. Systematically mobilize older Americans, in partnership with aging and retirement organizations, such as AARP, Area Agencies on Aging, Senior Corps Programs and others into the highest need schools to guest lecture in subjects of interest to the students, mentor and tutor struggling students, and become advocates for children to help them stay on track to graduate.</p> | <p>problems such as high school dropouts and helping more Americans live independently in their homes. The caring would work both ways -- older Americans helping young Americans stay in school and on track to graduate and younger Americans helping older Americans live independently in their homes.</p> | <p>service-learning experiences and job shadowing connected to classroom learning. Older Americans could provide the bridge support, working in partnership with schools and local businesses and non-profits to make these experiences meaningful.</p> |
| <p>2. Develop intergenerational approaches to addressing</p> | <p>3. Value the talents of students and experienced Americans and foster the belief they can be agents of change by creating work-study,</p> | <p>4. In all cases, collect stories on the experiences, track data and report results.</p> |



The Silent Epidemic Perspectives of High School Dropouts

John M. Bridgeland, John J. Dilulio, Jr. and Karen Burke Morison

**A Report by Civic Enterprises in Association with Peter D. Hart
Research Associates for the Bill & Melinda Gates Foundation**

March 2006

Excerpts from A Silent Epidemic

There is a high school dropout epidemic in America. Each year, almost one third of all public high school students – and nearly one half of all blacks, Hispanics and Native Americans – fail to graduate from public high school with their class. Many of these students abandon school with less than two years to complete their high school education.

This tragic cycle has not substantially improved during the past few decades when education reform has been high on the public agenda. During this time, the public has been almost entirely unaware of the severity of the dropout problem due to inaccurate data. The consequences remain tragic.

The decision to drop out is a dangerous one for the student. Dropouts are much more likely than their peers who graduate to be unemployed, living in poverty, receiving public assistance, in prison, on death row, unhealthy, divorced, and single parents with children who drop out from high school themselves.

Our communities and nation also suffer from the dropout epidemic due to the loss of productive workers and the higher costs associated with increased incarceration, health care and social services.

Given the clear detrimental economic and personal costs to them, why do young people drop out of high school in such large numbers? Almost every elementary and middle school student reports ambitions that include high school graduation and at least some college. Why are so many dreams cut short? And what steps should be taken to turn the tide?

In an effort to better understand the lives and circumstances of students who drop out of high school and to help ground the research in the stories and reflections of the former students themselves, a series of focus groups and a survey were conducted of young people aged 16-25 who identified themselves as high school dropouts in 25 different locations throughout the United States. These interviews took place in large cities, suburbs and small towns with high dropout rates.

The Silent Epidemic tells the story from the perspective of the students, why they dropped out of high school, and what might have helped them complete their high school education. We wanted to give their stories and insights a voice, and to offer our own views on next steps, in the hope that this report could be a further wake-up call to educators, policymakers, other leaders, and the public to summon the national will to address the high school dropout epidemic.

Why Students Drop Out

There is no single reason why students drop out of high school. Respondents report different reasons: a lack of connection to the school environment; a perception that school is boring; feeling unmotivated; academic challenges; and the weight of real world events. But indications are strong that these barriers to graduation are not insurmountable.

As complex as these individual circumstances may be, for almost all young people, dropping out

of high school is not a sudden act, but a gradual process of disengagement; attendance patterns are a clear early sign.

What Might Help Students Stay in School

While there are no simple solutions to the dropout crisis, there are clearly “supports” that can be provided within the academic environment and at home that would improve students’ chances of staying in school. While most dropouts blame themselves for failing to graduate, there are things they say schools can do to help them finish.

Four out of five (81 percent) said there should be more opportunities for real-world learning and some in the focus groups called for more experiential learning. They said students need to see the connection between school and getting a good job.

Schools need to provide a wide range of supplemental services or intensive assistance strategies for struggling students in schools – literacy programs, attendance monitoring, school and peer counseling, mentoring, tutoring, double class periods, internships, service-learning, summer school programs, and more – and provide adult advocates in the school who can help students find the support they need.

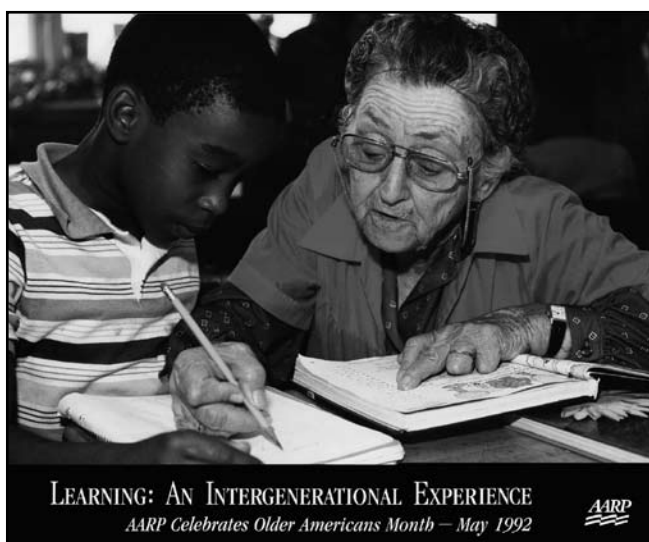
Educators, policymakers and leaders from various sectors should make addressing the high school dropout epidemic a top national



State leaders find mutual benefits in working together. L to R: State Superintendent Chris Koch and Charles Johnson, director, Illinois Department on Aging met on July 23, 2009 in Springfield to discuss the daunting problems they face in light of the recession and budget cuts. They shared publications from John Bridgeland and acknowledged that working together they can explore new solutions to old problems, such as dropouts and aging in place.

priority. All avenues to invest leaders in a better understanding of the problem and common solutions should be undertaken – including congressional hearings, White House conferences, summits of state and local officials, and public forums in schools and communities. In all cases, the voices of young people who dropped out of high school should be heard.

Dropping out of high school is not a sudden act, but a gradual process of disengagement; attendance patterns are a clear early sign.



When asked about impact of intergenerational programs, teachers often describe a common trend. On the days when the seniors come to class, the kids don't miss school.



More to Give

John M. Bridgeland, Robert D. Putnam and Harris L. Wofford

**A Research Report by Civic Enterprises in Association
with Peter D. Hart Research Associates**

September 2008

Report commissioned by AARP

Excerpts from *More to Give*

The Baby Boomer, Silent, and Greatest Generations constitute nearly 40 percent of the American population today. They are living, and will live, into their late 70s, 80s, and 90s, benefiting from significant advances in health care.

For all of the efforts to enlist individuals in service to their communities and country — and we have been involved in many of them at the Presidential level — we have not yet tapped the full potential of these remarkable generations. How we engage the longest-living, best-educated, wealthiest, and most highly skilled generations of Americans will tell us a lot about whether we will confront our greatest challenges or merely sink into our own private lives as we age. And how we treat the aging — by further marshalling their talents or by letting many linger into an aging purposelessness — will be signposts of our country's values. Moreover, whether they are active in communities will affect their life satisfaction and risk of disease and premature death.

Peter D. Hart Research Associates conducted a national telephone survey of adults between 44-and 79. The audience interviewed included “Baby Boomers” born between 1946 and 1964, as well as “Silent Generation” members born between 1929 and 1945. They also held four focus groups.

One of the topics explored was high school dropouts and how adults could help prevent this epidemic.

Facts about High School Dropouts

Nearly one third of all public high school students and almost one half of all African Americans, Hispanics and Native Americans fail to graduate from public high school with their class. More than one million students drop out of high school every year, right at a time when a high school degree is the bare minimum to compete in a globally competitive service economy.

Each class of dropouts costs the nation \$148 billion over the course of their lifetimes in lost tax revenues and higher costs of public assistance, prison, health care and

other social services.¹ A woman in our focus groups said, “Truant and aimless youth, and then also the people that are 50 and plus. You put those together..., doing something together, then maybe the youth would not be truant and aimless any longer.”

The dropout crisis is a fixable problem — we know who drops out, why they drop out, and from which schools they drop out. This awareness should enable a targeted and focused approach to addressing the dropout phenomenon. Innovative research tells us what works, including new research from the dropouts themselves. One solution to ensuring that students stay on track to graduate from high school ready for college is providing adult mentors and advocates for students at risk of dropping out.²

An initial goal should be to place 100,000 new adult mentors with students in the 2,000 “dropout factories” in the United States — high schools where less than 60 percent of students who start as freshmen will graduate in their senior year.³ With more than one



As a community college president, I have seen the impact of civic engagement for our 50+ Illinoisans. I receive phone calls, letters, e-mails and personal statements about the importance of community service, lifelong learning and continued employment of older adults.

Community colleges need to take a leadership role in promoting and facilitating the involvement of older adults in schools and communities. It is critical to the future of our state and nation.

Robert Mees is the former president of the Council of Illinois Community College Presidents, president, John A. Logan College, and a member of the NGA Illinois Policy Academy Core Team on Civic Engagement

million students dropping out of high school every year, these adult mentors would be reaching a significant percentage of young people at risk of dropping out. Dropouts cited the need for more caring adults in their lives, particularly those who hold high expectations for them and believe they can fulfill their dreams if they graduate ready for college.⁴ These mentors would thus become adult advocates for these students, providing a caring adult in their lives, and identifying the supports they need, such as tutoring, counseling, help with class and school attendance, and community service experiences that connect to

classroom learning. Mechanisms are already in place to track changes in high school graduation rates in these schools, arrayed against such volunteering. Adult mentoring will be one component of comprehensive school-based and community-based reforms and interventions.

Summary

Americans of all ages and from all sectors of American life – private, non-profit, public, secular, religious, and the media– should make it a priority to engage the Boomer, Silent, and Greatest Generations to meet America's challenges. Our nation needs a change in attitudes, as well as policies, to foster a stronger culture of service and engagement among these generations. We should undertake all means to encourage leaders to gain a better understanding of the untapped potential these generations of Americans represent, and the promising and innovative ways in which we might further engage them. Such efforts should include summits, Congressional hearings, legislation, Presidential initiatives, conferences of state and local officials, petitions and pledges, and public forums in local communities.

In all cases, the perspectives and insights of representatives from the Boomer and Silent Generations should inform the public debate, test our assumptions, guide our initiatives, and help us fulfill their potential to strengthen our nation.



A new initiative is coming that will help create a greater awareness of the importance of service and in particular, helping students succeed.

In October, AARP will partner with the Entertainment Industry Foundation and others to sponsor an unprecedented week-long "blitz" on service and civic engagement across 4 major networks and about 1000 local network affiliates across the country.

The week is October 19-24, 2009 and the goals are to 1) Expand the overall visibility for service/engagement and 2) create and promote opportunities for people to do something specific, including a challenge and call to action for America.

Bob Gallo is the Illinois State Director of AARP and member of the NGA Illinois Policy Academy Core Team for Civic Engagement

Notes

- 1 Levin, H., et al. (Jan. 2007). "The Costs and Benefits of an Excellent Education for America's Children." Columbia University. Available online at http://www.cbcse.org/media/download_gallery/Leeds_Report_Final_Jan2007.pdf.
- 2 Bridgeland, et al. (2006), pg. 15.
- 3 Balfanz, Robert and Nettie Legters (2004). Locating the Dropout Crisis: Which High Schools Produce the Nation's Dropouts? Where are they Located? Who Attends Them? Johns Hopkins University, pg. 3. Available online at http://www.csos.jhu.edu/tdhs/rsch/Locating_Dropouts.pdf.
- 4 Bridgeland, et al. (2006), pg. 15.

<http://assets.aarp.org/rgcenter/general/moretogive.pdf>

COMING EVENTS AND RESOURCES

Create The Good

is about helping others—whether you have five minutes or five hours. Search ways to help others in your community or post opportunities. It's simple and free, just go to www.aarp.org/createthegood.org

From the Serve Illinois Commission

Developing State Service Plan

The Serve Illinois Commission will be hosting "listening tour" sessions across the state to discuss the recently passed Serve America Act, as well as to listen to your ideas, concerns, and recommendations as the Commission develops its next 3-year State Service Plan.

August 31, 2009 – Northwest IL
Kishwaukee College - Malta

September 1, 2009 - Chicago
Metcalfe Building

September 9, 2009 – Springfield
IDOT Auditorium

September 15, 2009 - Mt. Vernon
Rend Lake College

For additional information, contact
Scott.McFarland@illinois.gov

Volunteer Management Network

September 1, 2009: Northeast Illinois
VMN Meeting - Metcalfe federal building,
1-3:30pm, Chicago, IL

September 29, 2009: Southern Illinois
Volunteerism Conference (details to be
posted at: www.sivc.net) - Mt. Vernon
Holiday Inn

October 29, 2009: West Central Illinois
Volunteerism Conference - details
forthcoming - Macomb, IL

Contact Scott K. Niemann, Volunteer
Programs Manager
SCOTT.NIERMANN@illinois.gov
217.782.0490

Culture Change: Leading the Way

6th Annual Summit Illinois Pioneer Coalition Western Illinois Area Agency on Aging

October 13-14, 2009

Crowne Plaza Hotel
3000 South Dirksen Parkway
Springfield, Illinois 62703

As a result of attending this two-day event, participants will be able to...

- ...explain the values and best practices of person-centered care.
- ...discuss new information and tools for transforming the culture and operations in their communities.
- ...network with other inspired professionals in the field.
- ...identify ways to become an advocate for action in changing the culture of long term care.

www.illinoispioneercoalition.org

New Resource for Working with Older Volunteers

Chicago Life Opportunities Initiative (CLOI) has recently been awarded a continuation grant by NCOA to share lessons learned in how to maximize the talents of older adult volunteers and how to better prepare the non-profits to work with them.

Many surprising lessons were learned that CLOI would like to share with other individuals and non-profits who are interested in learning about them. Volunteering is not about stuffing envelopes and making phone calls anymore!

For information, please contact Ann Rich,
CLOI Executive Director at 773-381-6023.

PASSING THE TORCH

Making your next step the best step

DATE: Wednesday and Thursday, August 26-27, 2009

An intensive two-day workshop tailored to guide established nonprofit executives in exploring the complex organizational, professional and personal issues related to succession.

Now being offered for the first time in the Chicago area, this workshop is a confidential and safe place to ask difficult questions, learn from those who have mastered the process, and prepare for your personal and organizational journey.

The workshop will cover:

- _ Practical lessons and best practices gained from successful examples around the country
- _ An overview of succession and transition planning processes and review of key issues, particularly in light of the current economic situation
- _ A pro-active approach for enhancing organizational capacity and sustainability between now and your anticipated departure
- _ Focused sessions to tailor succession and personal plans to each participants' individual needs, the realities of their organizations, and much more

With a limited number of available slots, registrations will go quickly.

To register for Passing the Torch, email registrations@esc-chicago.org. Registrations received before July 31 qualify for a substantial early-bird discount.

Passing the Torch is the first-ever adaptation in the Chicago area of the nationally known Next Steps program (created by the Annie E. Casey Foundation, TransitionGuides and CompassPoint Nonprofit Services). The launch of Passing the Torch has been made possible by the generous support of the Field Foundation of Illinois.

For more information on the program and why it is right for you and your organization, contact Nancy Fuhrman: nancy.fuhrman@esc-chicago.org
312-580-1840 x324.



The Last Word: Serving Well

10 Quality Indicators for Generations Serving and Learning Together

Carol H. Tice, Jane Angelis and Susan Poulsen

Today we find a sense of isolation, hopelessness, helplessness, and cynicism among far too many Americans. Yet, at the same time, there is gathering momentum for a renewed sense of citizenship and for individuals to become connected in solving public problems. Lifelong service and learning can help recreate our vanishing sense of community and prepare people for the workplace, for citizenship, for fuller lives.

Quality Service and Learning. . .

1. Is for a Lifetime

The seeds of a life of service are planted early in life and are harvested throughout the life cycle. The family is the primary guardian of this dynamic process. Young children begin to develop the habit of service by helping around the house, learning both the skills and responsibilities that help contribute to the family. As we age, we move into different service and learning settings that can and should continue throughout life.

2. Is for Everyone

Every person has talents; everyone has something unique to contribute. Individuals may be hesitant to serve because they feel inadequate or think they have nothing to contribute, but others can help them overcome their reluctance. Schools, human service organizations, congregations, and individuals will be enriched as they find ways to invite and support broad participation by all.

3. Builds on Community Assets and Strengths

Communities are strengthened when they recognize and engage existing assets and resources, both material and human. Too often the focus is on needs in a community without regard for its exceptional resources. A service approach helps a community to identify and utilize assets that might have been overlooked.

4. Benefits Giver and Receiver

It is often difficult to identify the service giver and service receiver because ideally both take on each role throughout the service task. When service and learning represent a truly mutual exchange of thinking and action for both the service

participant and the service recipient, then all involved contribute to solving community problems. The purpose, design, and evaluation of the service experience are the product and responsibility of all participants working together. This is called the mutuality of service.

5. Has Meaning

If the individual is to gain a sense of value and connectedness as a result of service and learning, then the task must tap the individual's talents and skills in worthwhile tasks. Youth, as well as adults, find meaning in real contributions that meet genuine community needs.

6. Develops Collaboration Skills

Service and learning situations should offer people of all ages the chance to develop and practice the skills of leadership as well as the opportunities to become able followers and team members. In effective collaboration, the responsibility of leadership will shift among participants as different challenges and tasks are approached.

7. Creates New Ways of Solving Problems

Working together to find new ways of solving problems can result not only in greater productivity. Service and learning bring fresh perspectives and new voices to the process often resulting in more focused ways of meeting the needs of all citizens.

8. Is Enriched by Reflection

Reflecting on the service experience--formally or informally; alone or in groups--is the key to making service a worthwhile learning opportunity at every stage in life. Through quiet reflection, writing in a journal, discussing the

experience with others, those involved gain valuable insight into what they have learned, what the service has meant to them, and how it has benefited the community. It can also help to clarify next steps and define what needs to happen to meet the community's and the individual's ongoing needs and goals.

9. Is Cumulative and Ongoing

A particular service experience may last anywhere from a few hours or days to many months or years. Even if individuals choose to be involved in single events or activities rather than a long-term program, service should be part of a broader plan for a lifetime of involvement. Service can be cumulative, building on single tasks, resulting in a pattern that connects an individual in lifelong service and learning.

10. Celebrates and Communicates the Experience

Service and learning experiences enrich the culture of many of our communities. In order for service to expand throughout our country, these experiences must be celebrated and publicized. Celebration becomes a significant part of the service experience by affirming our individual connectedness to a community.

Serving Well: Generations Serving and Learning Together was written by Carol H. Tice, Lifespan Resources; Jane Angelis, director, Intergenerational Initiative, SIU Law School; and Susan Poulsen, the Johnson Foundation.

Serving Well resulted from a Wingspread Conference held in 1995, which was sponsored by the Johnson Foundation, Corporation for National Service, AARP, W.K. Kellogg Foundation, Life-span Resources, National School Boards Association, Phi Delta Kappa, Points of Light Foundation, Public/Private Ventures, Intergenerational Initiative, SIUC, and U.S. Department of Education.

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